



Twyford CofE Academies Trust

Y13 Information Evening: Running with Perseverance

Musician: Jasper Johnson, Jake Toynton, Finley Tatham, Dylan Templeton, William Longhurst

Welcome back to Twyford
2026-2027

Mr Bennett
Headteacher

Aim

To ensure all parents/carers & students have start of year information which enables them to support their child flourish at Twyford High School.

Outcomes:

1. Headline successes celebrated & Theme for the year introduced
2. The understanding of key systems (routines and habits) refreshed
3. Wider Learning opportunities shared
4. Hazards to avoid explained
5. All parents/carers clear on how they can help their child in these areas

Enduring habits for spiritual & mental health

Disciplined silence & reflectiveness is part of our distinctive identity

Twyford Singing Posture



Stand up straight. Lengthen your spine.



Relax your upper body.



Keep your chin parallel to the ground.



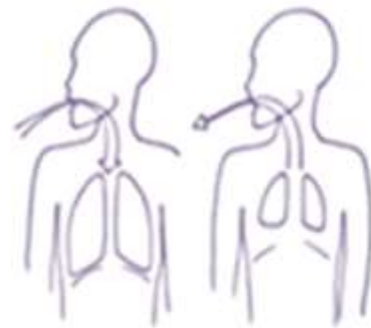
Rotate your shoulders back and down.



Hold your chest high, but don't strain or puff out your chest.



Relax your core when you breathe in. It tightens when you breathe out.



Inhale, exhale

Twyford Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported.

DO keep your back straight and your head tall.

Why? It lets you breathe deeply.

DO relax your shoulders

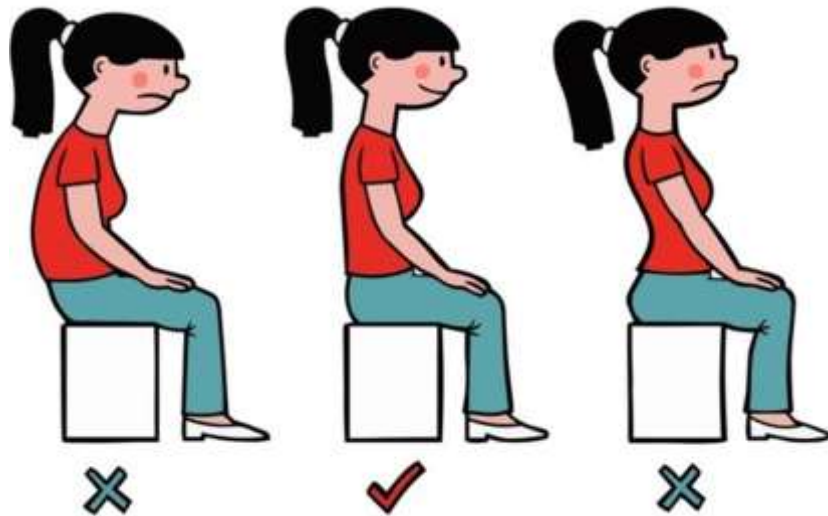
Why? It lets you breathe freely.

Don't lean against the back of the chair.

Why? It stops your core being engaged.



Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged

Opening Responses

Unless the Lord builds the house
Those who build it, work in vain

Unless the Lord protects the city
Those who watch over it, watch in vain

We build on firm foundations
For ourselves and for one another

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'

Matthew 7: 24-27

KS5 Year 13

%	2026 Actual	national
A*	18.6%	9.6%
A*A	46.5%	28.5%
A*B	73.3%	55.8%
A*C	90.3%	78.4%
A*E	99.9%	97.5%

- 328 students in year group
- 930 exams taken
- Average grade per entry B+

Top end Performance

- 22% students with at least one A*
- 66% students at least one A grade
- 17 students to Oxbridge
- 14 students to Medicine/Dentistry/Vet science

Early Entry Successes 2025-26

Student	University	Subject
	Oxford	Law
	Cambridge	Mathematics
	Oxford	Chemistry
	Oxford	Biomedical Sciences
	Oxford	Engineering
	Oxford	Chemistry
	Oxford	Philosophy and German
	Cambridge	English
	Cambridge	Psychological and Behavioural Sciences
	Oxford	Chemistry
	Oxford	Mathematics/Mathematics and Statistics
	Oxford	English Language and Literature
	Oxford	History
	Cambridge	Computer Science
	Oxford	German and Beginners' Czech (with Slovak)
	Oxford	Medicine
	Cambridge	Medicine

Early Entry Successes 2025-26

Student	University	Subject
	University of Bristol	Medicine
	University of Leicester	Medicine
	City St George's	Medicine
	Kent and Medway Medical School	Medicine
	University of Manchester	Medicine
	King's College London	Medicine
	University of East Anglia UEA	Medicine
	UCL (University College London)	Medicine
	King's College London	Medicine
	University of Bristol	Medicine
	King's College London	Medicine
	Royal Veterinary College	Veterinary Medicine
	University of Oxford	Medicine
	University of Cambridge	Medicine

Twyford Top Destinations and Courses 2026-27

Top University destinations
Warwick - 21
Bristol - 20
Manchester - 18
Oxford - 12
Durham - 10
Queen Mary London - 10
University College London - 10
Bath - 9
King's College London - 9

Courses with largest numbers
Economics - 31
Engineering - 25
Maths - 23
Business - 19
Law - 18
Finance - 17
History - 17
Politics - 17
Computing - 16



Our 10:10 ethic



Believe in



Buy-in



Live out

Curriculum and Assessment 2026-27

Mr Arthur
Assistant Headteacher
Head of 6th form

Our 10:10 ethic

Outward Looking



Positive and Purposeful

Committed to Improvement



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick



Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I use learning outcomes, support tasks & challenge tasks to do my best

I participate fully in activities to check my understanding

I act on feedback



Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning

The A Level Challenge

- What will exams look like?
- Understanding the A* requirements
- Working out what you need to improve/sustain
- Using your additional study periods effectively

How are A* grades awarded?

Paper 1 60 marks
Paper 2 40 marks

2026 percentage A*s awarded

Biology	9.3%
Economics	7.7%
English Lit	9.3%
Psychology	6.0%
Sociology	5.5%

Complete list
www.bstubbs.co.uk

Mark distributions

Subject-level mark	Cumulative %
81	3.50
80	4.12
79	4.80
78	5.60
77	6.55
A* 76	7.30
75	8.30
74	9.36
73	10.40
72	11.78
71	13.20

Prediction 7.20%

UCAS predicted grades

- UCAS predictions are finalised when UCAS references are written.
- Y12 teachers write UCAS references
- Departments deal with UCAS predictions
- Speak with your teachers for more information
- We use Q4 as the basis of all decisions about predictions

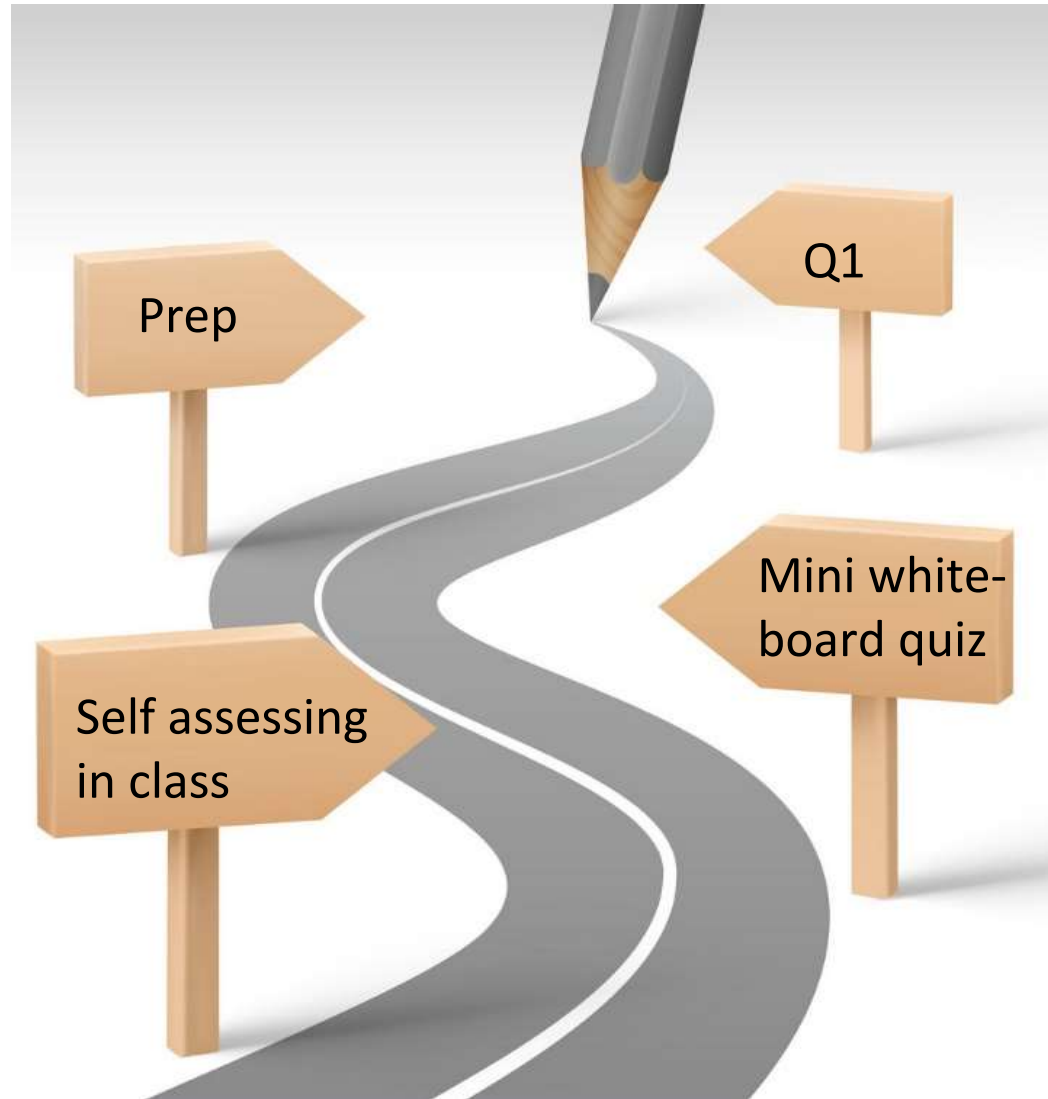
Predicted grades

- Offers based on teacher predictions **and** GCSE results
 - Historically students typically do the same in Y13 as Y12
 - Predicted grades responsibility of your teachers
 - Grades will be realistically optimistic
 - Predicted grades are non-negotiable
-
- Firm vs Insurance
 - Y12 Q4 into Y13 public exams progression 2026

	≤ -3	-2	-1	0	+1	+2	+3
2024	0.5%	2.4%	1.3%	49.6%	26%	4.2%	0.9%

Assessment principles

Our curriculum is a carefully planned learning journey



Assessment supports the learning journey

Why do we do assessment?

Small assessments in every lesson achieves most impact most easily when 100% of students do these things

Checking Prep

Mini-whiteboard task

Quick quiz or exercise

Answering a
question

Correcting answers
with green pen

- 1 hour of work to complete after every lesson, this will be checked the following lesson
- Make effective use of your study periods
- Work in the LRC is silent
- Teachers contact home if there are concerns

Assessment calendar

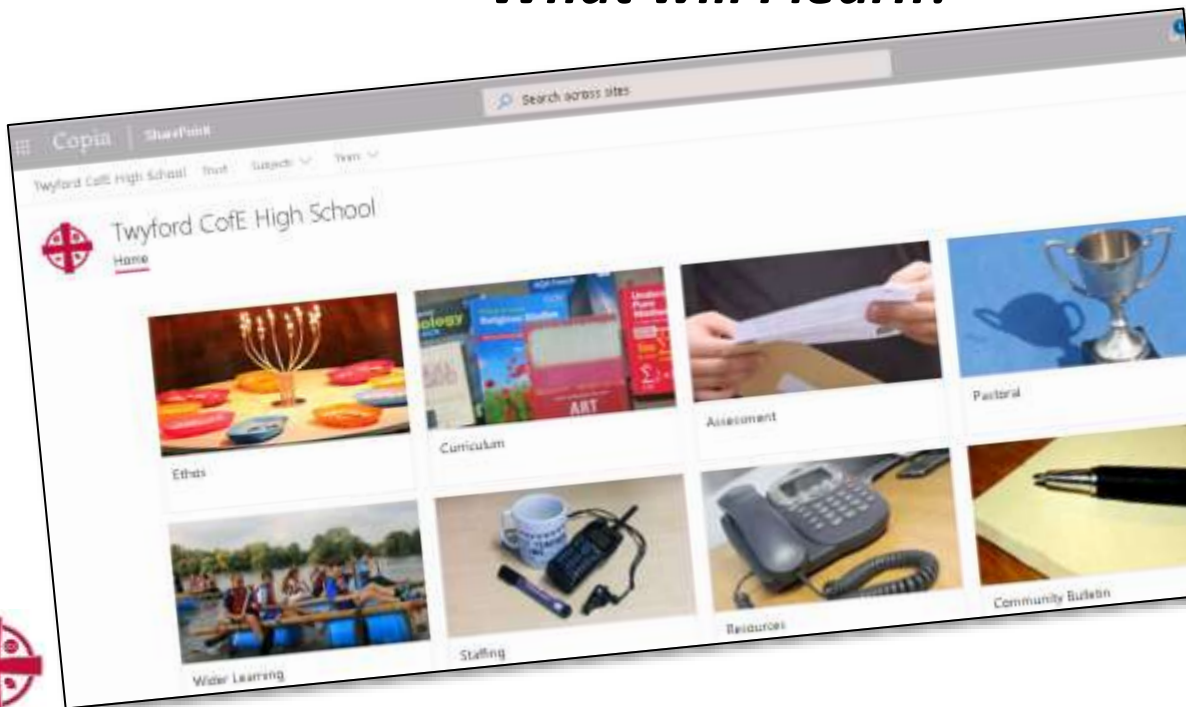
- Target setting
Monday 28th September 2026
- Parents' evening
Thursday 14th January 2027
- Y13 report in January

Q1	October
Q2	December mocks (students off timetable)
Q3	March (students off timetable)
Q4	Public exams

Curriculum and Assessment

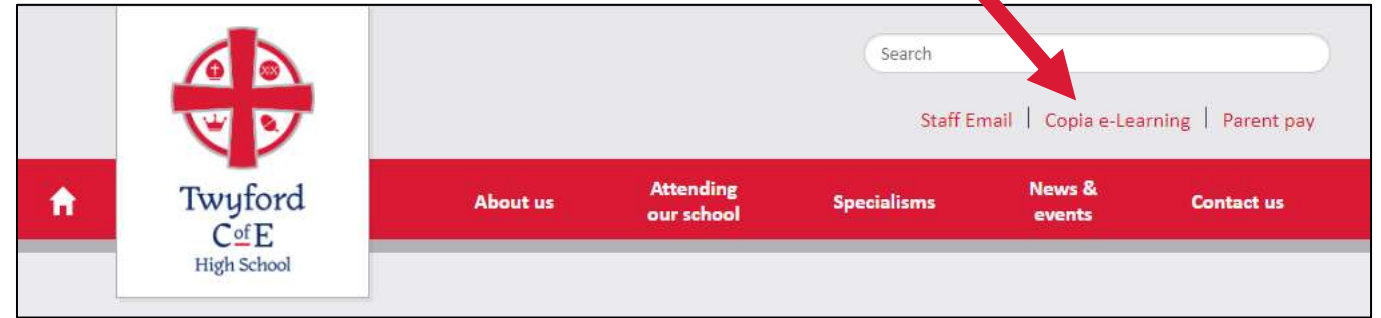
“What will I learn?”

“How will I know I’ve learnt it?”



Accessing the curriculum – Copia

Link to Copia from the Twyford website
twyford.ealing.sch.uk



Access for students...

Log in using your Twyford network
username and password

Access for parents and carers...

Unfortunately due to licensing restrictions, we are not able to provide parents/carers with their own individual logins to our Copia site

You can still log in to see the Curriculum resources and information using your child's login details.

Pastoral ethos and study habits 2026-27

Mr El-Emam
Head of Year 13

Self-Regulation

The ability of children to manage their own behaviour and aspects of their learning because they are **intrinsically** motivated.



Co-Regulation

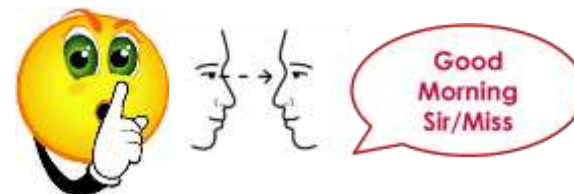
Children being supported in managing behaviour using simple **routines**, regular **feedback** and positively reinforcing **habit** formation to develop the ability to self-regulate.

Habit points provide regular feedback about learning behaviour



Target grades as a guiding point for personal progress

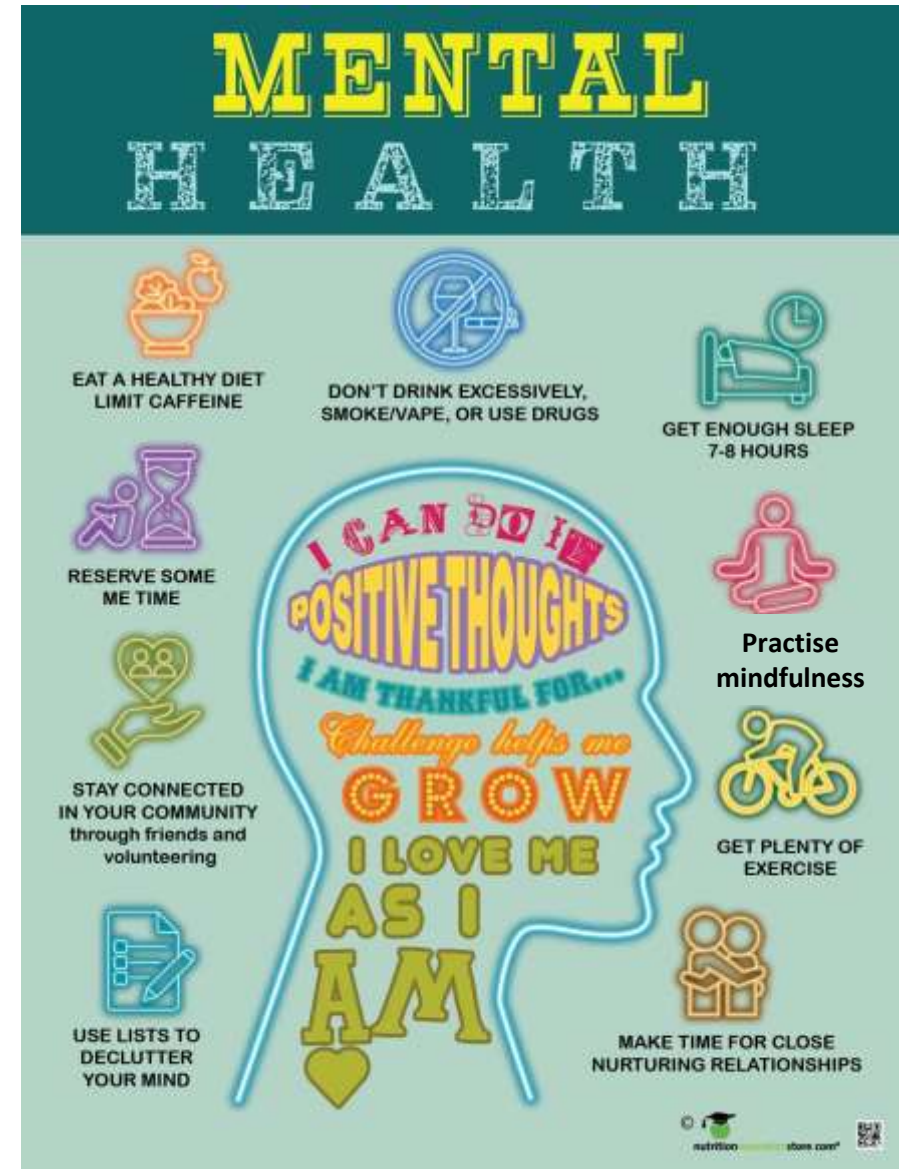
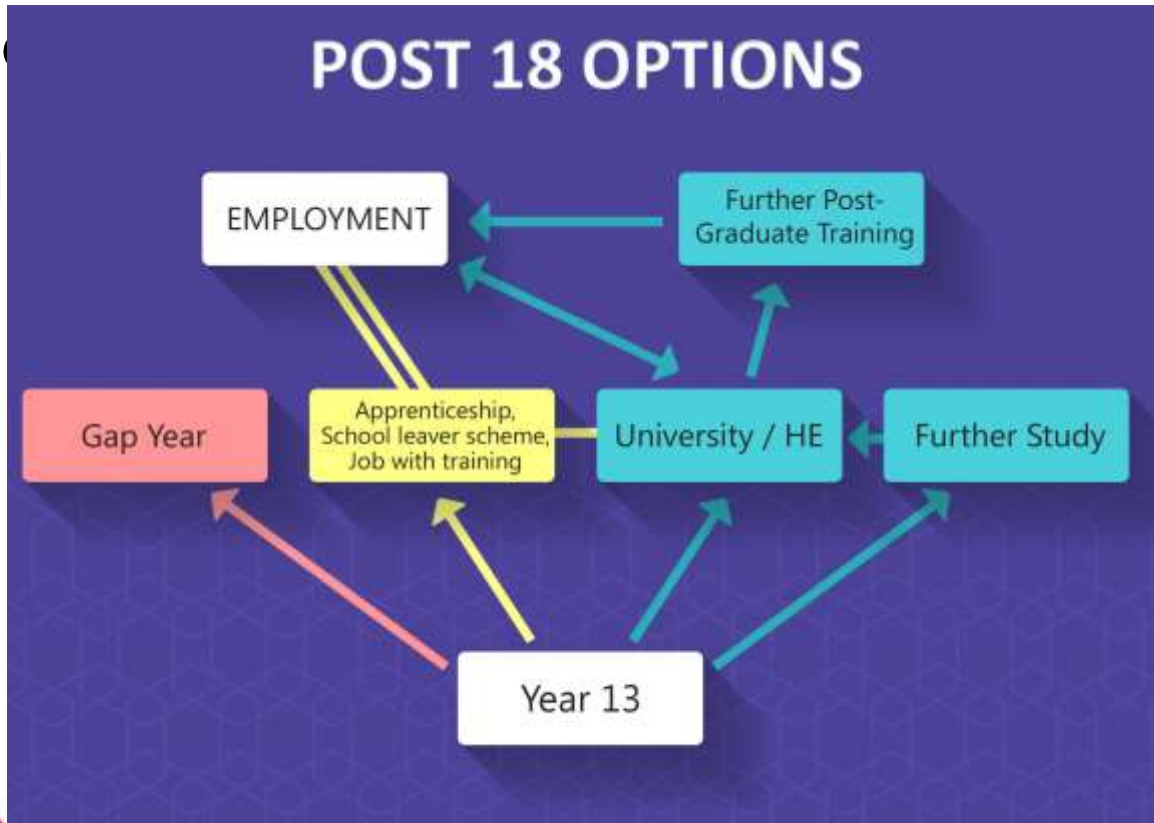
Rules supporting silent entrance to lessons & politely greeting each other



What is Year 13 for?

A-levels are essential, but Y13 is not just about your grades

- P
- H



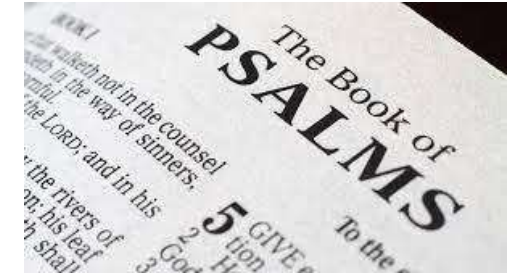
The Year 13 Team

HoY	Mr El-Emam
AHoY	Dr Bowerman
Truro	Dr Idrissi/Ms Wade
Wells 1	Mr Dunne
Wells 2	Ms Fancourt/Ms Ingham
York 1	Mr Bradley
York 2	Mrs MacSweeney
Fountains 1	Ms Poon/Ms Wade
Fountains 2	Ms Chowdhary/Ms Hamilton
Ripon	Mr Dolby
Durham	Ms Helsdon/Ms Hamilton
Canterbury 1	Mr Ahira/Dr Bowerman
Canterbury	Mr Hussein

Pastoral programmes & Communion Services

Pastoral programme

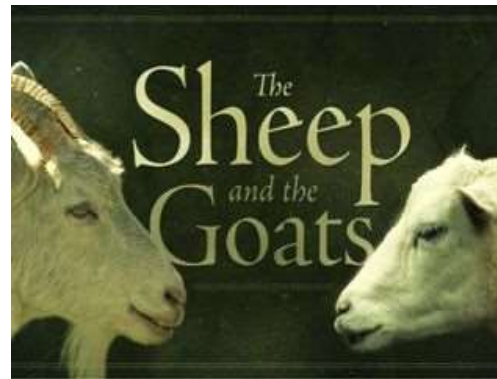
- The Jewish Patriarchs
- The Psalms
- New testament letters



Communions

The Sheep & Goats

The Samaritan Woman



Role Models in school

Year 13 Students are leaders and role models for younger students:

- Silence in buildings
- Polite interactions with teachers and peers
- Mobile Phones and headphones are **not used** around school.
- Student IDs on at all times
- Punctuality to lessons, good organisation, prep completed to a good standard

A Twyford C of E High School Sixth Form Report Card form. The form is white with a green border. At the top is the Twyford C of E High School logo. Below the logo are fields for NAME and FORM. The main title is SIXTH FORM REPORT CARD. Below that is a large field for REASON FOR REPORT. At the bottom are fields for Start Date and End Date.

Routine

A sequence of actions regularly followed



Habit

Something you do regularly, often without knowing you are doing it



Why are habits & routines so beneficial?

- ✓ Helps with memorisation
- ✓ Reduces stress
- ✓ Reduces decision fatigue
- ✓ Improves focus
- ✓ Helps you reach goals quicker
- ✓ Calm and supportive environment
- ✓ Builds trust
- ✓ Creates a sense of teamwork

KS5 Learning Culture

Name	A Level Mathematics	A Level Biology	A Level Chemistry	A Level Physics	A Level Religious Education	A Level Business Studies	A Level Computing	A Level Economics	A Level Psychology	A Level Sociology
Student AAA	E			E			E			
Student BBB	D	D	E							
Student CCC	D			D				D		
Student DDD	D	D	D							
Student EEE					D	E				
Student FFF	D	E						D		
Student GGG						D			E	D
Student HHH	D			D			D			



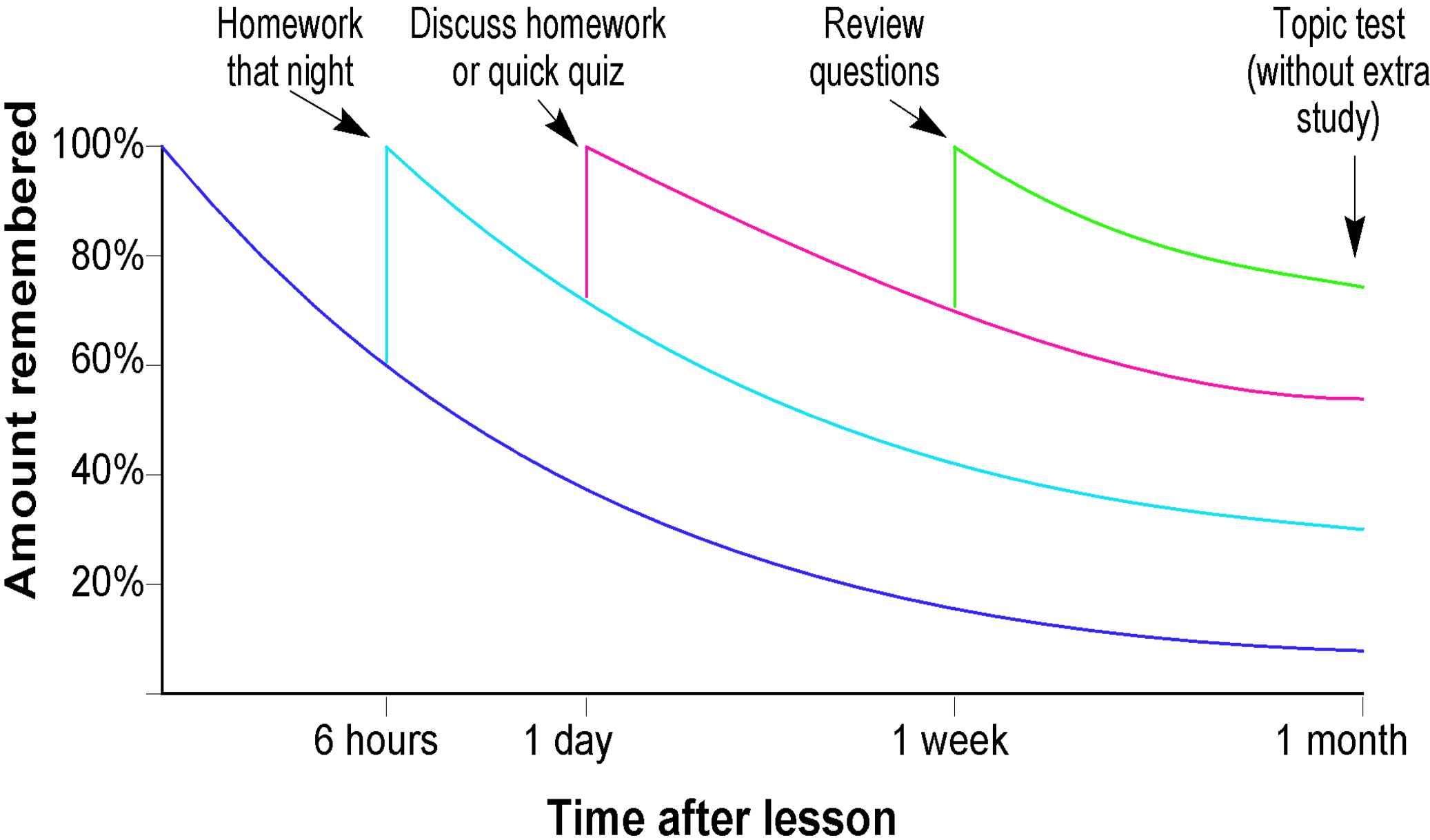
KS5 Learning Culture

Name	A Level Mathematics	A Level Biology	A Level Chemistry	A Level Physics	A Level Religious Education	A Level Business Studies	A Level History	A Level Economics	A Level Psychology	A Level Sociology
Student AAA	A*	A*	A*							
Student BBB	A*		A*	A*						
Student CCC					A*		A*	A		
Student DDD	A*	A							A*	
Student EEE					A	A*				A
Student FFF	A								A	A
Student GGG						A			B	A
Student HHH	A			A			A*			



Prep, Attendance & Punctuality

KS5 Learning Culture: Lesson Prep



KS5 Learning Culture: Lesson prep

Effective use of the school planner is key

Week 2		Lesson Preparation	Due date	Done
9	1 Math	Finish double sided sheet.	10/6/6	✓
	2 Art	Finish the artwork.	10/6/6	✓
	3 Science	How does pollution directly affect you?	10/6/6	✓

Week 2		Lesson Preparation	Due date	Done
12	1 English	no lesson we had PSHE.	✓	✓
	2 French	Do the sheet on book.	19/6/6	✓
	3 Geography	Add pictures - complete the hurricane sand	19/6/6	✓

Week Beginning: 5th January 2026

Week 1		Lesson Preparation	Due Date	Done
5th	1			
	2			
	3			
	4			
	5			
	Enrichment			
6th	1			
	2			
	3			
	4			
	5			
	Enrichment			
7th	1			
	2			
	3			
	4			
	5			
	Enrichment			

Literacy Reading Book Title: _____
My personal response to today's reading: _____

Week 1		Lesson Preparation	Due Date	Done
8th	1			
	2			
	3			
	4			
	5			
	Enrichment			
9th	1			
	2			
	3			
	4			
	5			
	Enrichment			

Teacher/Parent Comments: _____

Attendance: _____

Lates Previous Week: _____

Positive Conduct: _____

Negative Conduct: _____

School Signature: _____

Home Signature: _____

AD 173767
158

Signature: _____

Signature: _____

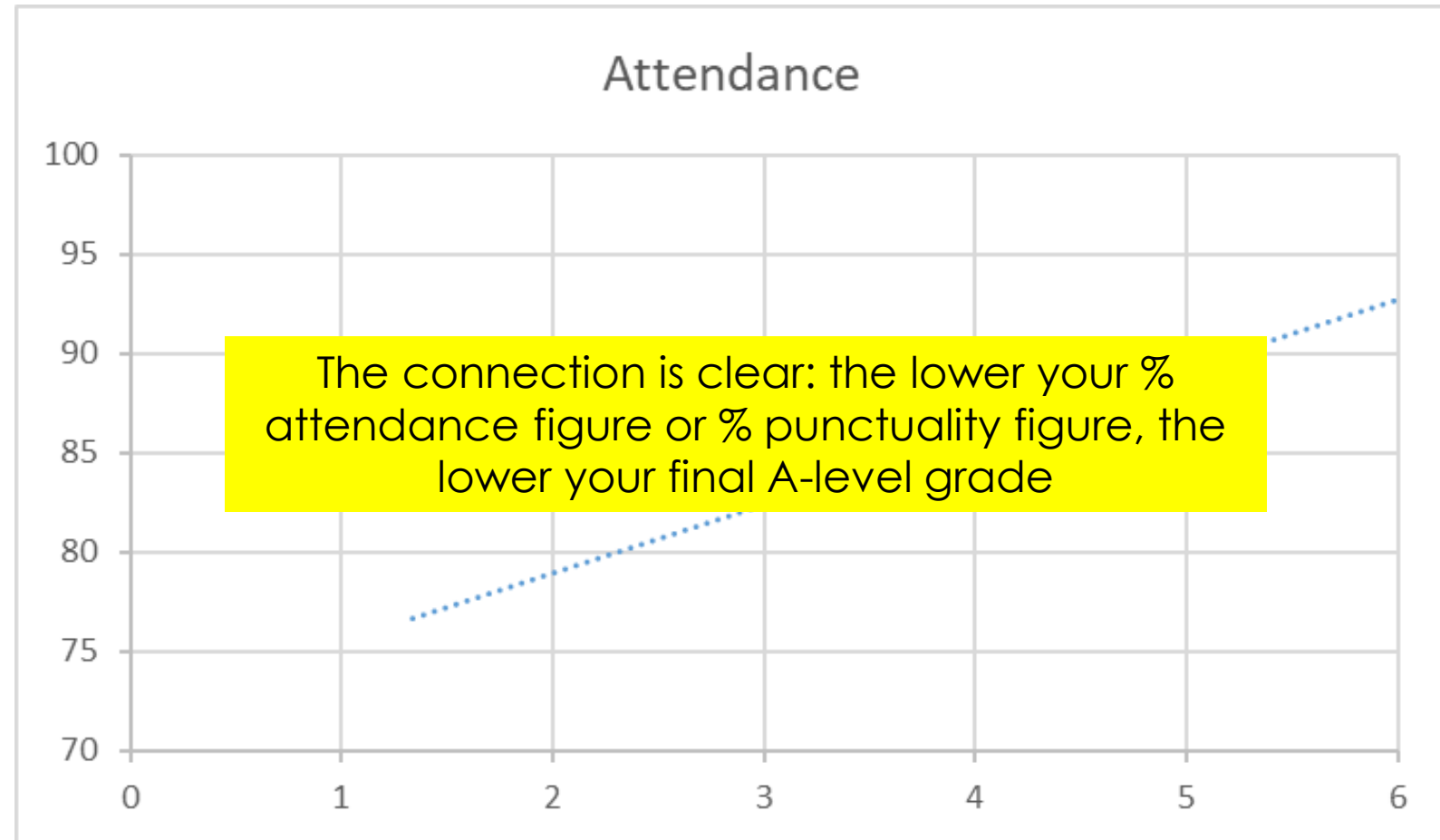
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KS5 Learning Culture: A typical week

	0	1	2	3	4a	4b	5
1Mon		Biology A35	Study	Chemistry A32	Maths A12		Early finish
1Tue		Biology A20	Study	Study	Chemistry A20		Maths B24
1Wed		Maths A27	Chemistry A20		Study		Biology A05
1Thu		Maths A12	Study	Study	Chemistry RE3		Biology A35
1Fri		Chemistry A27	Biology A27				Maths A02

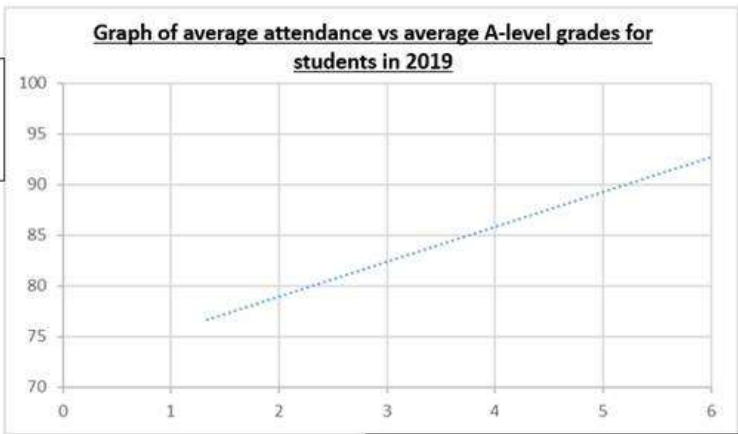
- Minimum 20 hours independent study time each week
- Most study time should be spent working independently in the LRC

Average %
attendance for
a student



Average A-level grade for a student
(6 = all A* average; 1 = all E grade average)

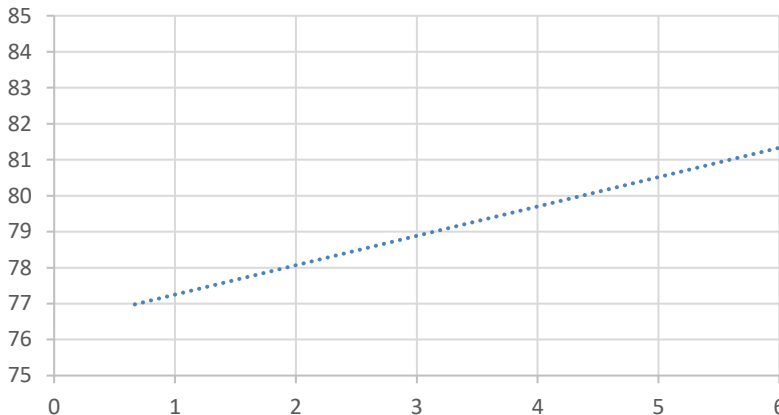
Average % attendance for a student



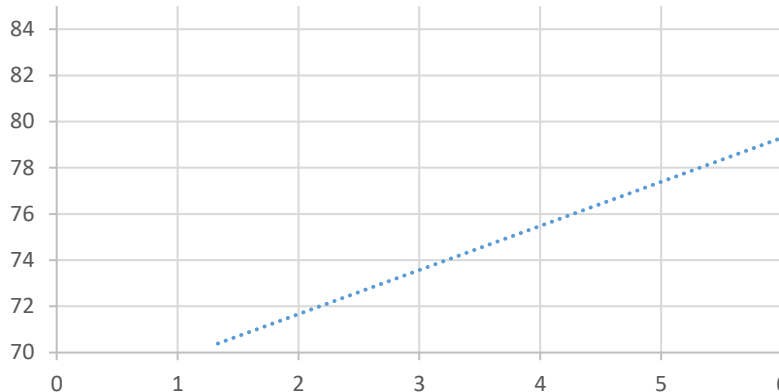
Average A-level grade for a student
(6 = all A* average
1 = all E grade average)

"I have come that you may have life and have it to the full" – John 10 v 10

2022



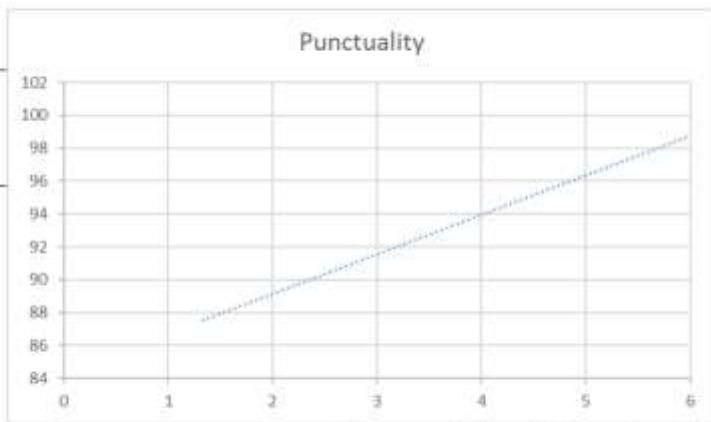
2023



The connection is clear: the lower your % attendance figure or % punctuality figure, the lower your final A-level grade

Attendance and Punctuality Expectations – what does this show?

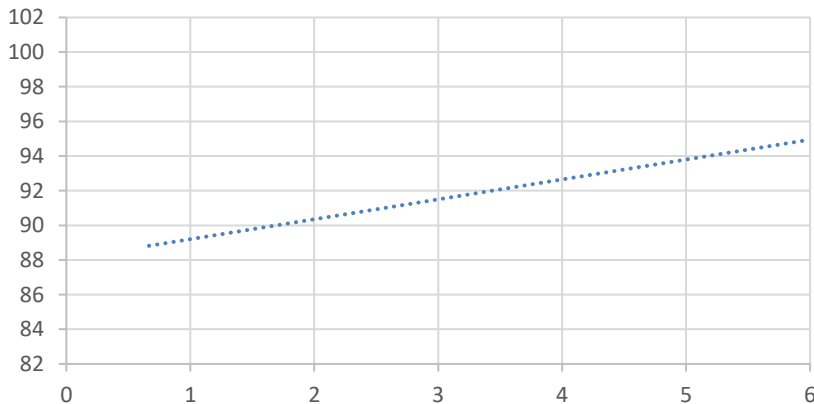
Average % punctuality for a student



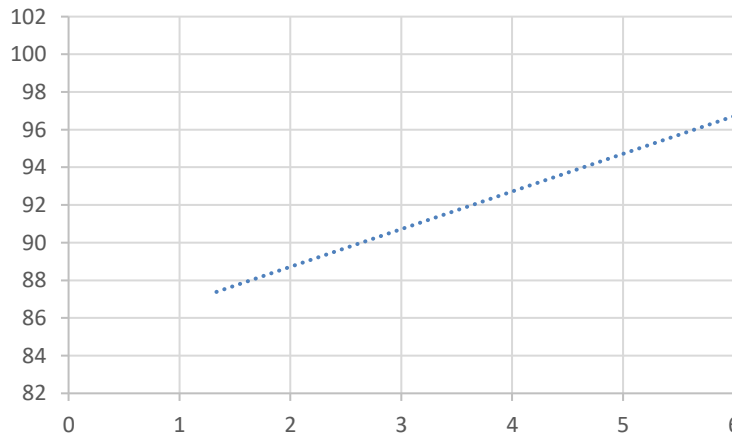
Average A-level grade for a student
(6 = all A* average
1 = all E grade average)

"I have come that you may have life and live it to the full" – John 10 v 10

2022



2023



"I have come that you may have life and live it to the full" – John 10 v 10

Attendance & Punctuality Expectations

- Be in school at 8:25am
 - Tutor Time (three times a week)
 - Assemblies (twice a week)
- Poor punctuality to school – 08:15 registration card one missed lesson = detention
- Medical appointments / driving lessons not in lesson time
- Parents/carers must report any absence, contact office@twyford.org.uk or telephone the school.

The impact of habits

100% Attendance, 1 Late, 0 PH points

Biology English Literature Film Studies



100% Attendance, 3 Lates, 0 PH points

Chemistry Biology Maths



94% Attendance, 27 Lates, 8 PH points

English Economics Maths



86% Attendance, 41 Lates, 10 PH points

Physics Maths Chem



What you can do from home Parents/Carers

- Ensure they have folders and sufficient equipment for lessons (particularly a mini-whiteboard pen with them every day)
- Provide a quiet, calm work environment with suitable lighting and workspace
- Check in on your child's folder organisation and planner use
- Support your child in settling into a healthy sleep schedule
- Notice their Learning habit grades – these are given four times per year by class teachers
- Discuss your child's school day with them – research suggests even this makes a notable difference to attainment

Post-18 Progression routes 2026-2027

Progression

UCAS

Drama
Schools

Art
College

Music
conservatoires

Gap Year

Direct-
entry
careers

Apprenticeships

UCAS/Art Foundation = over 90% of Twyford students

Apprenticeships, traineeships & internships

- University fees has seen growth of interest in alternative routes
- Employers offering school leaver programmes – pay for University fees
- Opportunity to work, earn and learn
- Highly competitive



www.apprenticeships.org.uk



www.notgoingtouni.co.uk

Apprenticeships come in different levels

Name	Level	Equivalent to
Intermediate	2	Equivalent to 5 GCSE's A*-C (12-18 months)
Advanced	3	Equivalent to 2 A Levels (18-48 months)
Higher	4 & 5	Foundation Degree & above (24 months)
Degree	6 & 7	Bachelor's or Master's Degree

UCAS options

- Apply in 2026 and start university in 2027
- Apply in 2026 and start university in 2028 (deferred entry)
- Apply in 2027 and start in 2028 (gap year)

(Anyone who applies in 2027 will be referred to as Year 14 students)

Gap year



Good starting points for ideas are UCAS and gapforce.org

WHY?

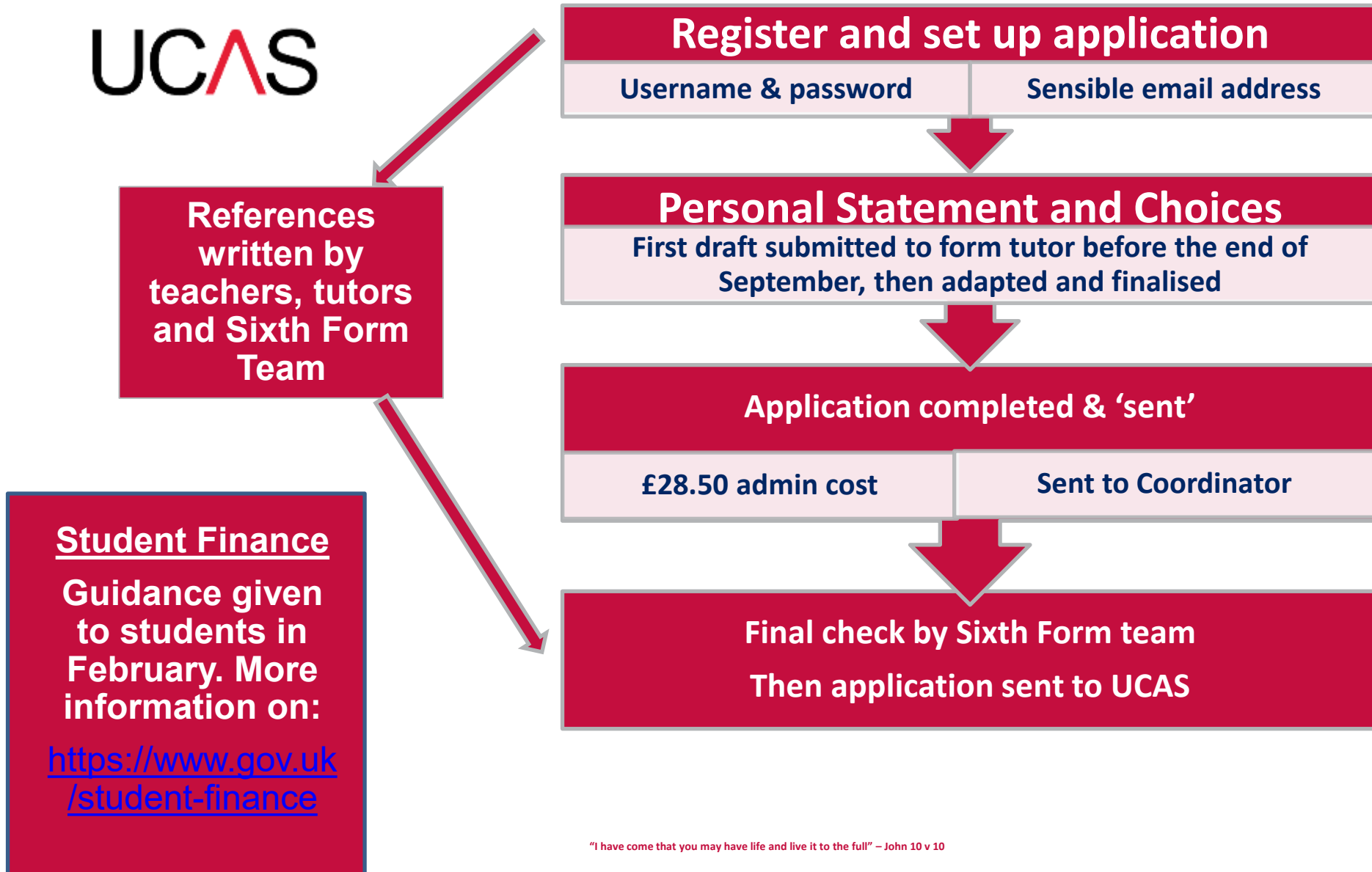
- have a break from study
- gain new skills/experiences
- earn money
- spend time deciding what you want to do
- do a combination of the above



- Your Q4 results are not fixed, you can improve on them in your final exams.
- Be realistic in your university choices but continue to strive for excellence. You will have five choices – make sure they are varied in their entry requirements. Once you have your offers in, you will eventually have to choose just two – your **firm** and your **insurance**.
- Make sure your insurance choice is something you would genuinely like to do as well as your firm choice but with **lower entry requirements**.

UCAS process

UCAS



What are the questions?



Why do you want to study this course or subject?



How have your qualifications and studies helped you to prepare for this course or subject?



What else have you done to prepare outside of education, and why are these experiences useful?

Early Entry Applicants: Oxbridge, Medicine, Vet Science, Dentistry

- Check that all 5 universities / courses suit your needs
- Check detailed requirements – supplementary forms, tests etc.
- Need to register individually for tests – no longer done in schools
- Interview training to follow in November
- Deadline for submission this Friday to enable all references to be completed in plenty of time for the UCAS deadline
 - Amendments can be made post-submission, but these should be minimised

Main body UCAS

- Check that all 5 universities / courses suit your needs
- Deadline for submission 23/10/26 to enable all references and application checks to be completed in plenty of time for the UCAS deadline

Personal statement guides



What to include in your architecture, planning or building personal statement



What to include in your animal science personal statement



What to include in your art and design personal statement



What to include in your biology personal statement



What to include in your business management personal statement



What to include in your chemistry personal statement



What to include in your computer science personal statement



What to include in your dance personal statement

Art Foundation

- 13 students progressed on to Art based courses last year
- One Year Foundation courses : apply direct to colleges
- 3 or 4 Year Degree courses : apply through UCAS
- Applicants will have to present a portfolio of work



Sessions supporting applications take place out of lessons in Art.

Speak to Miss. Conway for further information.

- Kingston Art Foundation
- Central St Martins
- Camberwell Art Foundation
- Kensington and Chelsea Art Foundation
- City and Guilds Art Foundation
- Manchester School of Art
- Manchester Met
- Kingston

Music Conservatoires

A small number of students will be interested in applying for a Music Conservatoire.

Although this still uses the UCAS system, this is a separate application, in addition to the usual UCAS application.

The closing date this year is 1st October and you can apply to a maximum of 6 institutions.

Auditions take place in November and December of this year and you will probably know the results by Christmas.

Speak to Ms Swadkin for further information



What you can do from home Parents/Carers

- Proofread their personal statement(or get a friend / relative to do it)
- Ensure your child has a clear Plan A / Plan B / Plan C
- Discuss their firm / insurance UCAS choices(don't have an insurance with higher grades than the firm)

WORK EXPERIENCE

FIVE REASONS WHY IT'S IMPORTANT...



MAKE YOUR CV **STAND OUT** FROM THE CROWD

With the increase in competitive Apprenticeships and University applications, it's important to stand out from the crowd.

Employers are demanding more from applicants; Work experience shows you're enthusiastic and ready to work hard.

PUT YOUR KNOWLEDGE INTO PRACTICE



Understanding work experience in a field related to your course of study can offer the opportunity to transfer theoretical knowledge into practical experience.



TEST YOUR CAREER CHOICES

Work experience can offer you the opportunity to test whether or not your chosen career is really for you.

BUILD YOUR CONFIDENCE

Working with a variety of people and doing tasks well helps you build your confidence

DEVELOP YOUR EMPLOYABILITY SKILLS



Work experience will help you develop a range of skills and competencies that employers are looking for. These include communication skills, working with others, IT Skills using your initiative and problem solving.



Safeguarding Reminders 2026-27 Mr Bennett

Safeguarding (Medication)

All Students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential.

If students do not have in date; they **will not** be allowed to participate in the trip.



Who are the Safeguarding team?

Child Protection

Out of school hours Safeguarding Emergency contact (4.30pm-6pm)

Once the school reception has closed at 4.30pm if a student or parent has a safeguarding emergency please use the school's emergency safeguarding mobile number:

These are currently being updated and will be sent to parents, placed on the website, and be emailed to staff.

After 6pm, please do not hesitate to contact the police on either 101 or 999.

SAFEGUARDING/CHILD PROTECTION

Safeguarding Officers:



Twyford
C of E
High School



Mr MacDonald-Brown
Designated Safeguarding Lead



Miss Johnston



Miss Bajwa



Mr Bennett



Miss Holloway



Mrs Easton



Ms Swadkin

The above are the staff responsible for child protection/safeguarding issues.

If you have any concerns about the safety of any students in your classroom please contact the above by emailing: CHILD PROTECTION.

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to **Reception** in the Elms Administration Building who will find one of us.

As with all safeguarding concerns, please remember that you cannot promise confidentiality when a child's safety is at stake. Please tell the child that you will refer the issue to a member of the Child Protection Team. All our students have been made aware of the identities of the Child Protection Team and it is written in their planners.

Child Protection Officers will investigate a case and make a decision as to whether to refer to the Child Protection Service in the relevant Borough. All information will be confidential to the team and the Headteacher, although relevant staff will be notified that there is a Child Protection case in process.

Online safety

Sexting

Sexting and the law information leaflet can be found on the school website.



Possessing and distributing indecent images

Sexting and the Law

- It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18
- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

School Behaviour Expectations

The general school behaviour expectations already states that

- Students should not take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media

Any student who shows inappropriate images or sends/posts inappropriate images of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being

- Any student who is found to have made, possessed or sent an sexually explicit image of themselves is acting illegally and would automatically expect to receive a serious sanction

Possessing and distributing indecent images

Sexting and the Law

- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

Sexual harassment or abuse

- Sexual violence and sexual harassment can occur between two **children of any age and sex** from primary through to secondary stage and into colleges
- It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Sexual violence and sexual harassment exist on a continuum and may overlap; **they can occur online and face to face (both physically and verbally) and are never acceptable**

It includes

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, displaying pictures, photos or drawings of a sexual nature

Permanent Exclusion

The school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school
- Possession of any illegal drugs in school – *‘in any form’*
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff

Persistent failure to comply with the school’s Behaviour Policy may also lead to a permanent exclusion.

- Chair - Jenny Hossack
- Secretary - Anne Owens
- Treasurer - Leo Malkin

PTFA holds several events & fund-raising activities - the Year 7/8 disco & parents' social, Quiz night, support of School Music and Drama events

As ever the PTFA is reliant on the support of you, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising.

The PTFA uses the 'Classlist' App for most of its communications.

PTFA AGM on Monday 12th October 6.30pm



You're invited to join
Twyford Church of England High School Parents

on the
Classlist App

Classlist is the parent app that brings you into the heart of our school community.

- ✓ Get in touch with parents in our school
- ✓ Ask questions to the parents in your child's class
- ✓ See what's coming up for you and your child
- ✓ Hear about Parent Association initiatives
- ✓ Find like-minded friends in our community
- ✓ Organise meet-ups and birthday parties
- ✓ Buy event tickets & RSVP to invitations
- ✓ Buy and sell in the Marketplace



Scan the code to get your invitation



This code auto-approves you until: September 16, 2026

- 1 Scan with your device camera*
- 2 Download the app
- 3 Sign up

*Or type this link in your phone's browser: <https://app.classlist.com/x/KAAI76>

Lord God, thank you for the foundations we share,
And for the opportunities we have to build on these
together.

Help us to build wisely,
And support each other to stand firm,
For ourselves and for others in our community.

Amen

Jesus said, I came that you might have life
And have it in all its fullness.

The thief comes to steal and destroy
But we choose life.

He has come to give us life -
Life in all its fullness.



Twyford CofE Academies Trust

Y13 Information Evening: Running with Perseverance

Musician: William Longhurst